

EMPLOYEE EVALUATION MANUAL FOR INTERVIEWERS

RICHARD A. FEAR

and

BYRON JORDAN

THE PSYCHOLOGICAL CORPORATION
NEW YORK

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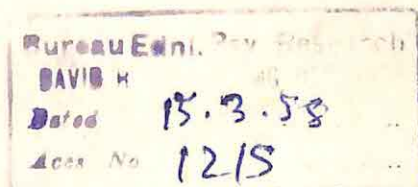
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NEW YORK
THE PSYCHOLOGICAL CORPORATION
1943



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THE PSYCHOLOGICAL CORPORATION
522 FIFTH AVENUE
NEW YORK, N. Y.

Ninth Printing

Printed in U.S.A.

Preface

Industry has increasingly applied the concept of measurement to the solution of personnel problems. Many progressive organizations today have adopted job rating for the establishment of wage rates, employment tests as an aid in the selection of new workers and merit rating in the determination of employee efficiency on the job.

In developing these new and important techniques, however, the potentiality of the interview as an instrument of measurement has been largely overlooked. Yet this basic tool represents the core of personnel procedures and, as such, will always play an important part in employee selection and upgrading. In our opinion, the skillful application of the Employee Evaluation Form can increase the usefulness of the interview to the point where it will rank with other personnel aids in effecting the full utilization of manpower.

In the development of this form we have sought the advice and criticism of a number of experts in this field. We are particularly grateful to Dr. Rose G. Anderson, Director of The Psychological Service Center; A. L. Kress, Republic Aviation Corporation; Dr. George K. Bennett, The Psychological Corporation; and Mrs. Consuelo Bean, Johns-Manville Corporation. To Dr. Paul S. Achilles of The Psychological Corporation we are deeply indebted for valuable suggestions and encouragement in undertaking this work.

THE AUTHORS



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*This index is functional in that it represents the order or sequence in which the various items on the Evaluation Form should be considered. Until this order has become firmly fixed in the interviewer's mind, he should keep this index before him as a guide during the course of the interview. Items bear the number and letter identification shown on the Evaluation Form to facilitate reference between the manual and the form.

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Part One

NATURE AND PURPOSE OF THE EMPLOYEE EVALUATION FORM

Poor selection, inappropriate assignment to jobs and inadequate methods of upgrading represent a tremendous drag on industry's present struggle to increase vitally needed war production. The authors firmly believe that at least a partial solution to these problems lies in the use of improved interview techniques. Accordingly, they have devised the Employee Evaluation Form, the proper use of which can make the interview a highly effective tool of management.

Content

The Employee Evaluation Form is based on the assumption that *the best indication of what an individual will do in the future is what he has done in the past*. Past performance is not to be considered in terms of a single factor, such as work experience, but rather from the standpoint of the person as a whole. The interviewer, therefore, is called upon to rate each applicant on seven different factors; namely, previous experience, training, manner and appearance, sociability, maturity, and leadership capacity. He follows this with an over-all summary of the interview which indicates clearly the extent to which the applicant's experience and total composite of traits and abilities qualify him for the job in question.

Perhaps the most important feature of the rating function is that the interviewer must support his decisions by facts gleaned from the interview conversation. Too often applicants are hired or rejected on little more than a "hunch." Use of the Evaluation Form requires interviewers to commit themselves on paper and support these ratings by facts. This becomes a permanent record for the personnel file and provides valuable reference material at such time as the employee is considered for transfer, promotion or discharge. Experience with the present form has shown that interviewers do a much more careful and comprehensive job when they are required to note their reasons for acceptance or rejection of each applicant.

It is often stated that three major objectives of an interviewer are: (1) to get information, (2) to give information and (3) to make a friend. Any specific reference to the second objective, "to give information," has purposely been

omitted. It is felt that each company has its own set of facts which must be given to applicants at the time of the final interview. Any attempt to indicate what those facts should be would apply at best to only a few organizations. The authors believe that this is none the less important and should be given careful attention as an addition and conclusion to the type of interview discussed in this manual.

Trial Use

The Employee Evaluation Form has had a five month trial use in an aviation company and, on the basis of this experience, revisions and modifications have been made. This company has found the form to be a timesaving device because it directs the course of the interview into areas most likely to produce essential information. The average time per applicant has been found to be 22 minutes in this plant. Most personnel men will agree that no reasonably comprehensive placement interview can be conducted in less than this time.

The company experimenting with this form also discovered that interviewers, confronted with the necessity of recording reasons for hiring or rejecting applicants, found that they had inadequate information about many jobs in the plant. The result has been that they have conducted considerable research to ascertain the degree to which each of the seven listed characteristics is necessary for satisfactory performance of the various jobs.

The Job Specification

The Employee Evaluation Form has been devised for rating the applicant's suitability for a specific job. Its efficient use is, therefore, dependent upon the availability of a rather complete job specification. Where these requirements of the job are not at hand in written form, the interviewer is urged to compile this information himself, if this is at all possible. Short talks with foremen and the shop superintendent will provide a workable summary of job requisites. This information should include a description of the duties of the job, the conditions of work, physical qualifications, required experience and training, desirable personality traits, degree of automaticity, and the extent to which such specialized abilities as intelligence, speed and accuracy are essential. Rate of pay and normal lines of promotion should also be on hand.

The Use of Tests

Wherever possible, the interview should be supplemented by the use of employment tests. Even in its most highly developed form, the interview is still a subjective device and, as such, should not be used to determine abilities which can be secured in a more objective manner. Tests have been shown to be

valid instruments for measuring intelligence, clerical proficiency, mechanical understanding and many types of physical dexterity.

In the measurement of personality characteristics, however, the authors take the view that the interview is still the most reliable instrument for the industrial situation. They believe that the Evaluation Form in properly qualified hands can be used effectively to locate the applicant who is likely to become a trouble-maker or to crack up on the job. It will also be found to be an effective tool in determining capacities for leadership. Beyond this, industry has little use for personality analysis.

The Training Factor in Interviewing

Experienced interviewers will doubtless find this manual of sufficient help in adapting their present methods to the use of the Evaluation Form. New and inexperienced interviewers, however, will need training by consultants with a background in this field before they can expect to make complete and effective use of these methods. The person doing the training should actually conduct demonstration interviews to show the trainee how the best results can be accomplished. He should then observe while the trainee tries to apply these procedures to his own interviewing style. A discussion of each case at the conclusion of these interviews will prove a valuable teaching device. This consultant service can be made available in many parts of the country. Those interested should contact The Psychological Corporation.

Some Limitations of the Rating Scale

The authors do not profess to present anything profound or, in fact, new about interviewing in this manual. They have simply gathered together some common sense principles which have been found helpful in determining an applicant's fitness for a job and organized them in a manner suitable for industrial use.

The Evaluation Form, in itself, does not represent the complete solution to interviewing problems. The problem of hiring and training qualified interviewers still remains. It is further recognized that this technique is not to be compared with the clinical interview performed by the trained psychologist. Obviously, most interviewers do not have the professional training to conduct this type of interview.

But as a device for helping interviewers improve their present methods by considering the whole individual in his fitness for a job and recording this information for future use, it is believed that the Evaluation Form will make a contribution to employee selection, assignment and upgrading.

Part Two

HOW TO USE THE EMPLOYEE EVALUATION FORM

The "Master of Ceremonies" Technique

Most poor interviews suffer from one of two causes: (1) conducted without plan, they tend to ramble over many inconsequential topics or, (2) the same stereotyped questions are applied to all applicants with the result that the interviewer adopts a mechanical approach which is neither conducive to obtaining the complete confidence of the individual nor securing all the essential information.

The "master of ceremonies" technique seeks to obviate these faults through a planned conversational approach. Here the interviewer encourages the applicant to talk about his background and experience, interrupting only to obtain more specific information or to direct his discourse into channels which lend sequence to his talk, in accordance with the general plan of the interview guide. The less talking the interviewer has to do to maintain this pattern, the more successful the interview is likely to be. It is recognized, of course, that it is more difficult to get some people to talk than others. In general, however, applicants respond to this approach because it does not immediately put them "on the spot" as the stilted question and answer method so often does. Suggestions for starting the flow of conversation will be found throughout the manual as each new topic is discussed.

Sequence of the Interview

Although pertinent questions on the interview guide are listed under appropriate topic headings, such as sociability, maturity, etc., it is not intended that each such topic be considered separately or, in fact, in the exact order listed. To question an individual on several items in succession dealing with emotional stability, for instance, would only serve to make the unstable person suspicious and thereby destroy all chance of obtaining this essential information. Rather, it is better to accumulate a basis for appraisal of these personality factors as the individual relates various phases of his background experience.

For the most part, the areas listed for investigation on the guide can be taken up under three major headings:

1. Work Experience
2. Training
3. Personal History

Reference to the "functional index" in the front of this manual will show the recommended order for discussion of various topics. This order, then, becomes the *sequence of the interview*, the logical basis for which is found in the section that follows.

Winning the Confidence of the Interviewee

Almost every applicant experiences a certain amount of tension at the beginning of an employment interview. This is occasioned by the fact that the individual is, on the one hand, anxious to get the job and, on the other hand, finds it difficult to discuss his qualifications with a perfect stranger. The burden of relieving this tension rests with the interviewer and, if he is unsuccessful, the interview will be unsuccessful.

Under the pressure of heavy hiring schedules, many interviewers forget the usual courtesies that can be so helpful in getting the interview off to a good start. Greeting the applicant with a friendly smile, a cheerful word, an invitation to have a seat — these common courtesies can make a great difference in the response of the applicant.

But what then? Can the interviewer proceed directly to questions of a more or less personal nature? The answer is obviously no, and here attention is directed to the sequence suggested above. When the interview is begun by encouraging the individual to describe his work experience, he is provided with a subject which he knows thoroughly and can talk about most easily. As he launches into the story of his previous jobs, much of the tension that may have gripped him at the beginning of the interview gradually disappears. This approach is equally advantageous to the interviewer for it provides him with an opportunity to evaluate the applicant's statements, note apparent inconsistencies and shortcomings, and observe at leisure his manner and appearance.

After the discussion of the work history, a description of the school or training experience logically follows. Again, this is a topic that is largely objective and one close enough to the lives of most people to permit easy discourse.

By the time the applicant has related his work and school experience, the interviewer will have had a chance to demonstrate that he is honestly trying to give the individual every opportunity to set forth all his qualifications for the job. He will have indicated, further, that he is seeking this information in so much detail because it helps him make certain that the applicant is well fitted for the job, pointing out that it would obviously be to his disadvantage to be assigned to a job where he couldn't make the grade. This frank attitude during

the discussion of the work and school experience wins his confidence and makes him less reluctant to talk about the more delicate phases of the last subject, his personal history.

How Much of the Evaluation Form to Use

The number of items on the Evaluation Form that should be used during any interview will depend on (1) the importance of the job to be filled and (2) the amount of time which the interviewer has at his disposal.

In considering applicants for many low-level jobs, the interviewer will wish to investigate a relatively small portion of the items. While these would probably include most of the questions on "previous experience," one or two points under each of the other characteristics would doubtless be adequate. For example, in hiring a janitor, he would be interested in (1) "training" only to the extent that the applicant might have too much education, (2) "manner and appearance" chiefly from the standpoint of physical qualifications, (3) "emotional stability" from the viewpoint of reasons for leaving previous jobs and job stability, and (4) "maturity" to the extent that the person possesses a good sense of responsibility. Leadership capacity would concern him not at all.

When selecting men or women whose employment represents a considerable investment to the company, a more complete analysis of qualifications must be made. In such cases it will be well to consider many, if not all, of the items on the scale. Use of appropriate items must be left to the interviewer's judgment. Time limitation may become a factor here and experience with the scale will determine the points which can be omitted with least detrimental effect to the end result. In general, however, it is a shortsighted policy of management to burden the placement interviewer with so heavy a load that he cannot give adequate time to applicants for important jobs. Twenty minutes to a half hour should be allowed for all such cases and, where this is not possible, the obvious answer is to provide additional physical facilities and hire more interviewers. It has been found that a competent interviewer can see, on the average, about three people an hour because the basis for rejecting some applicants can be determined in as little as ten minutes.

How to Evaluate Each Factor on the Form

The first three factors, i.e., "previous experience," "training" and "manner and appearance," should be rated in accordance with the requirements of the job for which the applicant is being considered. For example, if an applicant's former experience does not measure up to the requirements of the job as listed

on the specification for that job, a check mark would be placed over "below average" on the appropriate line. On the other hand, if an individual has had 400 hours' training in bench assembly and the job for which he is being considered can usually be done by a man with only 300 hours of such training, this applicant would be checked as "above average" in training, even though that training is not extensive. Standards for "manner and appearance" obviously vary greatly in accordance with the duties and requirements of different jobs. Thus, the man whose manner and appearance could be checked as "average" for a job as machinist, might be totally unacceptable for clerical or public contact work.

The remaining four factors, i.e., "sociability," "emotional stability," "maturity," and "leadership capacity," should be rated as separate phases of personality development and not necessarily in accordance with the requirements of any specific job. If the applicant appears to have a normal amount of any of these four characteristics, he should be checked as "average." If he deviates significantly either way from the norm, he should be checked as "below average" or "above average." For example, an applicant found to have poor job stability, friction with former supervisors and a somewhat maladjusted present existence might be said to be "below average" in emotional stability. On the other hand, the person who seems particularly well adjusted might be rated as "above average" in emotional stability. The personality development of most of us is characterized by both strong and weak factors. It is only when there is a predominance of strong as against weak, or this in reverse, that an "above average" or "below average" rating is justified.

Where the interviewer wishes to indicate extreme ratings, a check may be placed at the extreme left end of the line to indicate a very poor rating and at the extreme right end of the line to denote a superior rating. In view of the fact that the interview is usually restricted to about twenty minutes, however, the interviewer will ordinarily have all he can do to make a rough differentiation on the three point scale, "below average," "average" and "above average." These terms have not been further qualified by any descriptive words or phrase, for to have done so would have been to make the scale less flexible. What might be considered "average" for a salesman would not apply to many other occupations. *In the main, the rating is important only in so far as it provides a basis for writing the interview summary.*

Recording Information on Interview Blank

Some people in this field believe that no information whatsoever should be recorded during the interview in the presence of the interviewee. Others feel that it is permissible to make as many notes as necessary during the interview

conversation. The authors take a view somewhat between these two extremes. They think that the interviewer should not hesitate to record information of a purely objective nature. For example, when the applicant supplements information on the application blank with new facts about work history or training, it is perfectly all right to note this information on the blank under the appropriate heading. When he tells the interviewer facts about his personal life or information of any kind which is somewhat unfavorable, this should not be recorded until the interview has been terminated.

Small boxes have been placed before each item on the scale. A check (✓) or cross (×) indicates whether the interviewer's reaction to the applicant's ability to satisfy any one particular requirement is favorable or unfavorable. This will serve to assist the interviewer in writing up each case at the conclusion of the interview. It will also minimize the amount of writing that will have to be done under each heading.

Reference to the sample forms that have been appended to this manual will show the kind of information that should be recorded under each heading. Notes should be terse and to the point. The interview summary on the reverse side of the form should represent a digest of all other information and should be as complete as time will permit. The summary is the most important part of the Evaluation Form; all other notes simply serve as a basis for the summary.

Topics Listed on Form and in Manual Identically Designated

To facilitate coordinated use of this manual with the interview rating scale, topics considered in the manual bear the same number or letter symbol as they do on the Evaluation Form. Thus, the item "unsatisfactory job stability" appears in the manual with the same designation used on the scale:

V Emotional Stability

C Unsatisfactory Job Stability

Each item listed on the Form, moreover, is described and interpreted in the manual under one of the three general headings: Work Experience, School Experience and Personal History.

Part Three

INTERPRETATION OF ITEMS ON EVALUATION FORM

Work Experience

A man's work history ordinarily represents a major portion of his life's experience and, as such, not only provides an indication of his ability to do a certain job in question, but also supplies many clues to his sociability, emotional stability and leadership capacity. The manner in which a man works is often the best single source of information as to personality strengths and weaknesses. It is fitting, then, that the applicant be encouraged to give a rather exhaustive account of his work background, particularly as it pertains to the items listed under work experience in this manual.

To start the flow of conversation about the work experience some such casual, informal remark as the following often suffices: "I see by your application here that you are working with the _____ Company. Suppose you begin by telling me in detail just what you do there." The interviewer may find it necessary to interrupt occasionally to get more specific information, such as exact duties performed, type of supervision, material used and any special responsibilities.

The advantages of allowing the applicant to discuss his present or last job first are several:

1. Given a topic with which he is most familiar, the applicant usually talks freely.
2. The applicant's present job is frequently the best indication of his suitability for work with the company.
3. The present job often represents a level of achievement with which it is possible to compare earlier jobs from the standpoint of occupational progress.

After discussing the present job, if the individual's work history has not been too extensive, it is well to have him begin with his first job and briefly describe each job he has ever had. This will provide an over-all view of his work situation and give an indication of those jobs about which more information is desired. Where the person has had extensive work experience in several different companies, begin as far back in his work experience as appears feasible

and allow him to tell the story from there on. This approach provides continuity and reflects development on the job.

As the applicant relates his job history, the interviewer mentally checks this experience against the job specification requirements of the work for which he is applying. Or, if the individual has indicated no job choice, the interviewer makes a mental check as to the general similarity of the man's work experience and the job specifications which it most closely approximates. Before the interview is terminated both interviewer and interviewee must have agreed on the specific job for which the applicant seems best qualified. The ratings on the interview form are then made in accordance with the person's suitability for that job.

Essentially, any evaluation of work experience involves an investigation of three simple questions:

1. What he did
2. How he did it
3. What he did it with

To assist in securing answers to these basic questions, the following items appearing on the Evaluation Form are interpreted in some detail. It must be recognized, however, that such interpretations are merely included as a sample of the kind of questions that may be used to secure the essential information. The interviewer in a given company must develop questions of his own which are most suitable for establishing qualifications for the jobs he is trying to fill.

I Work History Items Dealing with Previous Experience

A Similar Job Duties?

While some will give adequate description of job duties as they relate their work history, others will have to be occasionally interrupted to supply more specific details. It is important to know *exactly* what the person did on the job. Did he lay out his own work, set up his machine, check his work for accuracy? Or did he simply operate the machine, leaving set-up to a set-up man and checking for accuracy to an inspector? In like manner, when evaluating the work of a stenographer, it would be important to know whether her duties were limited to taking dictation and typing, or included independent handling of some correspondence not requiring a dictated reply. In general, it is for the higher-skilled jobs that this careful attention to the exact duties of previous assignments must be given.

However, in most plants today many of the more complicated jobs are being "broken down" into a number of simplified tasks which can frequently

be mastered by an inexperienced employee in one or two weeks, or in a few months at the most. In determining suitability for such jobs it is often unnecessary to find someone who has performed exactly the same job duties. It is more important to consider the *nature* of previous job duties. Has the applicant ever performed routinized tasks of a highly repetitive nature regardless of their similarity to jobs under present consideration? If he has, what is his reaction to this kind of work? Did he find it boring and monotonous or did he like it? The experience of several companies has shown that these lower-level, simplified jobs can best be filled by people who have become conditioned to that kind of work in former job situations. This is an important point to consider because many applicants, particularly the brighter people, find these jobs so uninteresting that adjustment to them is most difficult.

I B Required Hand and Machine Tools?

A good interviewer will know enough about the standard makes of machine tools to be able to give an informal oral test to a man claiming experience on a particular machine. He can ask him to identify and tell the function of various parts of the machine, discuss cutting tools, speeds, feeds, etc. The applicant for clerical work, moreover, can be questioned about her proficiency in using such office machines as the adding machine, Monroe calculator and dictaphone.

In hiring women for jobs requiring the use of hand tools, it is very important to find out whether they have ever had any occasion to use such tools in any capacity. Most women have never used hand tools to an appreciable extent and find this one of the most difficult phases of the job to master. A girl familiar with the use of tools, other things being equal, can be expected to reach standard rate of production in a considerably shorter period of time than the girl without such familiarity—where, of course, the job requires frequent use of hand tools.

I C Same Type Materials?

Difference in kinds of materials used on previous jobs is a very significant factor in considering applicants for skilled jobs. In any machining operation, for example, the kind of metal machined is of great importance. A milling machine operator accustomed to machining cast iron would have difficulty with magnesium alloy castings because the speed and feed of the machine is much faster in the latter operation. The danger of setting magnesium alloy on fire is a condition which could not occur in machining cast iron. Again, in welding, men used to welding steel have to be retrained to weld aluminum because of the differences involved in working with the two materials. To press this point further, studies have shown that the finger manipulation essential for most

automotive assembly operations is far different from the fine finger dexterity required on delicate instrument assembly. In the garment manufacturing industry it has been found that power sewing-machine operators accustomed to working on broadcloth require several months of adjustment before they become proficient in making heavy army shirts.

I D Similar Working Conditions?

Where the job to be filled has disagreeable features, it is well to find out whether the applicant has grown used to these conditions on other jobs. Is he accustomed to standing all day, working in excessive oil and dirt, working under artificial light? Has he become conditioned to the noise of a factory? Is he in the habit of working in a situation where unpleasant odors or extreme variations in temperature are a factor? Has he ever worked on a night shift? Is he familiar with safety practices essential to the performance of the job? Has he ever been exposed to similar occupational hazards? A hand trucker who has always worked inside frequently has difficulty when assigned to outside platform work because of the change in weather conditions. A stack girl with considerable experience in a library would find the noise of a riveting operation so distracting that adjustment to such a job might be almost impossible.

It will be found that many of the younger, less experienced applicants have never been subjected to unpleasant working conditions and this, of course, should not become the basis for rejection. But where there is anything in the individual's background to indicate that he has made the adjustment to difficult working conditions at some time or other, this must be regarded in his favor. He will undoubtedly adapt himself to similar conditions in the plant more quickly.

I E Same Degree of Supervision?

Determining the degree of supervision in former jobs often reveals that so much adjustment would have to be made in undertaking the job in question that successful performance might not reasonably be assured. Is the individual used to working on his own, laying out his own work, making many of the decisions that have to be made in the performance of his job? Or has he always been closely supervised, had most of his work planned for him, referred most questions to his boss? A good illustration of the former is the plant pickup truck driver whose work occurs out of the plant. He contacts his superior only three or four times a day, makes his own decisions as to the order of his calls and plans his lunch periods to suit his convenience. The plumber's helper, on the other hand, works entirely under the direction of the plumber to whom he has been assigned. Leaving practically nothing to the helper's judgment, the plumber

lays out the work, specifying, for example, the size of pipe to be used, the length to be cut, the type of thread die needed and the number of inches of thread required on each end.

I F Shown Development on the Job?

It is often helpful to ask the applicant to tell about the wage payment or wage incentive plan which was in effect during his employment at a particular company. He is in this way prepared for further questions about (1) starting wage, (2) peak earnings, (3) earnings at the time he left the company. If separation earnings are less than peak earnings, there must be a reason for this. Try to find out whether this is a normal condition of the job or whether it represents a demotion or slackened output. It might be pointed out, however, that older men have often passed "over the hump" of their efficiency and consequently their earnings show a decline. The interviewer must make the decision as to whether this decline has been too great to justify serious consideration of such a person for employment.

Note particularly any transfers from job to job within the company from the standpoint of whether such transfers represent promotions or unsatisfactory performance. Pay particular attention to any added responsibilities acquired in connection with any job.

IV Work History Items Dealing with Sociability

A Any Job Experience Requiring Special Teamwork?

This item in the work history can be of significance as one of the areas to be investigated in connection with the rating of sociability. Such jobs as receptionist, timekeeper, salesman, or worker on a gang machine, where the employee has close contact with the public or fellow workers, require an ability to get along successfully with others. Although there are exceptions, it may be inferred that a person who has held jobs of this kind for a reasonable period of time is likely to possess at least a certain degree of sociability. Where the individual has pursued a trade such as wood model maker, which is performed almost independently of other workers, the work history gives little basis for rating sociability.

V Work History Items Dealing with Emotional Stability

A Friction with Former Supervisors?

Some applicants will volunteer information about their relations with supervisors as they discuss their work history. It is often necessary, however, to inject some such lead question as the following in order to develop this information: "How good a job did your foreman do in supervising his men on

that job? Was he fair in his dealings with the men?" Response to such a question should be carefully checked against reasons the applicant gives for leaving the job. Both types of questions frequently throw light upon the relationship between the individual and his superior.

Where there is an indication of friction, it is important to note the manner in which the applicant describes the situation. Does he appear to be frank and reasonably objective in relating these facts? Does he admit that he might have been partially at fault himself? Or does he take the attitude that the foreman "had it in for him," "always picked on him for some reason or other," and discriminated against him? This "sour grapes" attitude may be an indication of personality maladjustment. Such a person is likely to prove a liability rather than an asset to the company. He is the suspicious, over-sensitive person who seldom accepts the responsibility for his own errors.

Then there is the fellow who boastfully remarks, "The foreman tried to pull a fast one on me and I just up and told him to go to hell." This "chip on the shoulder" attitude is sometimes a cover for inner lack of confidence. The bluffer is frequently a person lacking in self-confidence who uses this type of behavior, perhaps unconsciously, to hide his own inadequacies.

It must be remembered, however, that friction may quite possibly be the entire fault of a particular supervisor. Unless there is a recurrence of this situation in other jobs, or in other phases of the individual's background, it is dangerous to make any absolute generalizations.

V B Unsound Reasons for Leaving Jobs?

Unless an applicant volunteers detailed information regarding reasons for leaving a job, it is advisable to permit a rather full review of the work history before this question is opened up. In other words, allow time for initial tension to diminish before taking up a subject which may prove somewhat embarrassing to the interviewee. The interviewer may broach this subject by casually making such a comment as: "*How did you happen to take the job at the _____ Company and leave the _____ Company?*"

Here again, the way in which the person responds is almost as important as the reasons themselves. Any tendency to "explain away" failure to adjust himself to the job should be regarded with suspicion. A trained interviewer can tactfully explore such areas further and frequently come up with the real reason why the man left the job. The following represents a suggested means of investigating this situation: "*Your next job doesn't seem to represent very much improvement in either wages or opportunity. Just why did you make the change? You can be frank with me, you know.*" This approach may

eventually reveal that one or more of the reasons listed below played a part in causing termination of a job.

1. Incompetence on a particular job
2. Quick temper
3. Inflexibility
4. Wanderlust
5. Poor personal habits
6. Friction with supervisor
7. Dissatisfaction with job duties, wages or working conditions

Once this information has been brought to light, the interviewer must judge to what extent any of these reasons reflect the existence of undesirable personality traits and, in turn, what bearing this may have on the individual's ability to satisfy the requirements of the job for which he is applying.

Aside from providing a very fruitful basis for judging personality adequacies and inadequacies, reasons for leaving a job frequently supply reliable evidence of occupational likes and dislikes. When a person gives as reason for leaving a job such a statement as, "The work was too monotonous," it is well to say, "*What did you like about the job?*" This often leads to a frank discussion of his reactions to the kind of work, supervision, working conditions and occupational goal. If it can be determined that the applicant left one or more jobs because the work was too monotonous, or because of disagreeable working conditions, there is good reason to question the advisability of hiring such a person for jobs where these conditions would prevail.

On the positive side, reasons for change of jobs often provide a clue to important personality drives. Unwillingness to permit oneself to fall into an occupational rut, desire to raise one's standard of living by making more money, ambition to get ahead and eagerness to obtain a broader background experience in a chosen field are a few of the normal motivational factors in moving from one job to another. The presence of a strong economic drive is a particularly favorable qualification for selling. Most salesmen operate on some type of commission arrangement and the desire to make a high income is one of the things that motivates the individual to open up new contacts and bring in more business.

V C Unsatisfactory Job Stability?

The term "job stability" is used to represent the frequency with which the applicant changes jobs. While a man may make a number of job changes

over a period of years to obtain increased earnings, opportunity for advancement and job satisfaction, too frequent change represents a "danger signal" that something is wrong. The person who has had 4 or 5 different jobs in a period of 6 years, and none of these exceeding a duration of 2 years, is definitely to be regarded with some misgiving. It may well be that he has not yet "found himself" and the job open is just the kind of thing he can "get his teeth into" and settle down. It is far more likely, however, that he is the kind of person *who is easily dissatisfied or discouraged* and lacks the perseverance to see a thing through. Some consideration must be given, of course, to prevailing economic conditions. In years of depression the individual often has little control over job tenure. Then, too, some jobs, such as construction work, are less stable than others.

When the work history shows not only frequent change of jobs but also a variety of kinds of jobs and numerous geographical locations, the individual is referred to as a "floater." The "floater" is often imbued with wanderlust, a craving for the excitement of new faces and new scenes. He fails to get any lasting satisfaction out of any type of situation. He is emotionally immature, and usually lacks any well-conceived occupational goal.

VII Work History Items Dealing with Leadership Capacity

A Ever Had Leadership Experience on the Job?

This question is based on the assumption that a person endowed with natural ability to lead will have demonstrated that ability in some phase of his background experience by the time he has reached his late twenties or early thirties. Unless there are unusual circumstances involved, a man of thirty who has had no leadership experience quite probably has little leadership capacity.

Leadership on the job is demonstrated by promotion to a position of "straw boss," leadman, foreman or any other title which makes a man responsible for the work of others. Even though this responsibility has not been very great, as in the case of one who supervised only 3 or 4 workers, it may, nevertheless, be significant that some other person has recognized the individual's ability to take over these duties. It should be mentioned, of course, that sometimes employees are promoted to leadership because of seniority or accumulated skill on the job. Regardless of this, leadership experience on the job contributes significantly to any appraisal of leadership capacity. One who has led successfully in any situation has acquired skills in handling people which nothing except experience of this sort will provide.

Where the Applicant Has No Previous Work Experience

It will be immediately evident that these methods of employee evaluation depend to an important extent on the analysis of the individual's work history.

But many applicants now applying for jobs in war plants are high school graduates and older women, a large portion of whom have had little or no work experience. Can the Evaluation Form be useful in considering these people for employment? The answer is a qualified "yes." It is admittedly more difficult to predict subsequent performance on the job where the applicant has never before worked. No form or technique, however useful, will entirely erase this inherent difficulty. In fact, this is one reason why so many companies are turning to the use of employment tests. The tests help immeasurably to determine the specialized abilities of new workers.

When the applicant has had no regular work experience, the interviewer should briefly explore the possibility of after school or summer vacation jobs and then enter directly into a discussion of the individual's education and training. Training and personal history items should be considered in great detail where there is no record of work history to evaluate.

Training

The word "training" is used to include formal schooling, as well as any other learning activity such as "on the job" training, night school or correspondence courses. Like the work history, training then occupies many years of an individual's life. Accordingly, it not only indicates fitness for a particular job, but again provides clues to attitudes, interests and goals, many of which can aid in the appraisal of sociability, emotional stability and leadership. Any discussion of formal school experience is obviously much more meaningful in talking with younger people not long out of school than with older people.

II Training Items Dealing with Adequacy of Training for a Particular Job

A Sufficient Formal School Education?

Most job specifications will indicate the required amount of formal schooling for satisfactory performance of a job. Thus, "grammar school," "high school" or "2 years of college" represent an estimate of how much education is either necessary or perhaps desirable. Where intelligence test scores are available, it is often possible to waive high school graduation as a necessary requisite where the intelligence score is sufficiently high. On the other hand, where a job lists grammar school graduation only, this *may* mean that this is a comparatively low-level job. It would, of course, be a mistake to place a superior high school graduate or college man on such a job. Many studies have shown that high labor turnover is often the direct result of placing persons of high intelligence and extensive education on relatively low-level jobs. Such jobs fail to challenge this individual's full interest and ability and he eventually seeks another connection.

II B Best Liked or Least Liked Subjects Related to Job Requirements?

Frequently one of the best clues to an individual's school experience is his reaction to a question on best or least liked subjects. He may say, "I liked manual training but didn't care for English, math, history or foreign languages." Such a response may lend further support to a growing conviction based on other interview or test data that this person likes to work with his hands but is not very good at the kind of abstract thinking needed for many academic subjects. There will naturally be some who appear to have had little preference for one subject as differentiated from another, but a common pattern is a liking for math and science and a dislike of languages and history, or this in reverse. This information can be very helpful in any evaluation of an applicant's interests and abilities in accordance with the requirements of the job. An aid to the interpretation of subject preferences is a question about grades in these subjects. This leads to a discussion of grades in general and the individual's relative position in his class, such as: first third, average, below average. These findings should be kept in mind when investigating the reasons why the applicant left school.

II C Required Mechanical, Mathematical or Other Specialized Training?

When the job specification calls for certain specialized training such as "two years high school math," the applicant's record must be specifically examined to satisfy this requirement. Sometimes the individual has not had two years high school math but has mastered the equivalent of this in connection with evening school, correspondence courses or, perhaps, in the performance of a former job where he acquired this training "on the job." This should be carefully investigated as notations on the application blank are often incomplete. Unless an aptitude test score showing high mathematical ability has been obtained, the lack of this training, or its equivalent, would often be sufficient to disqualify the applicant for the job. This would be particularly true if the person had indicated a dislike for math or poor grades in the subject. Even when completion of requisite courses is reported, however, it is safer to use appropriate tests to check present knowledge.

II D Required "on the Job" Training?

Many jobs are open only to those with a specified number of months experience on the job. Ordinarily no amount of classroom work will make up for a lack of training on the job. Thus, to qualify for turret lathe operator the job specification would probably list at least 3 months "on the job" experience on a turret lathe. The operation of machine tools can only be learned by actually running the given machine. Years of experience on an internal

grinder, for instance, cannot be accepted as qualification for operation of an engine lathe unless there has been additional job training on the lathe itself. However, the grinder's knowledge of tolerances, metals and machine feeds would undoubtedly help him to master the operation of an engine lathe quicker than someone without this background.

II E Any Special Training since Leaving Regular School?

This is valuable, not only as a means of obtaining a complete record of training, but also as a reflection of personality make-up. What extension course, night school, seminars or correspondence training has the person taken that will enable him to better perform the job he desires? Those seeking to improve their job skill by attending class at night after having done their day's work are usually the type that "want to get somewhere" and are willing to make the necessary sacrifice to attain their goal. Such self-improvement programs represent tangible evidence of ambition and capacity for constructive activity.

Though class work is the more common means of self-improvement, many workers carry out rather comprehensive programs of self-study under guidance of their immediate supervisor. Thus, the shop clerk, at the suggestion of his foreman, studies recommended material on time study in the evening at home. Frequently, the information acquired at night can be applied to his work the next day. In this manner, he may eventually reach the point where he is capable of making time studies of a few simple operations. This person has conducted a program of self-improvement of as much, or perhaps greater, significance than the individual who has completed formal class work in the subject.

There is a certain group of people, however, who seem to take courses without any real purpose. It flatters their ego just to take courses, whether they be in Greek art or philosophy. But unless the study is tied up to a vocational objective, the results are not particularly significant. Where the person has taken extension training which is related to the requirements of a job he is seeking in the plant, this should weigh heavily in his favor. Courses taken under these conditions are likely to have contributed greatly to his background because they are taken *with a purpose*. And perhaps more significant still, they reflect a positive interest in the job for which the applicant has been preparing and is now applying.

IV Training Items Dealing with Sociability

B Participate in School Social Activities?

The ability to get along well with others is one that comes largely from practice. When this practice occurs in the formative adolescent period the

result can be of far-reaching effect. Every boy and girl, of course, has his own circle of close friends with whom he spends most of his leisure hours. But these are usually *friends of his own choosing*—friends that he has grown up with. When a high school student joins a club or athletic team, he has to learn to get along with classmates who are often almost complete strangers to him. He soon finds that he must make little adjustments in manner in order to merit the approval of the group.

But there are some who are club members in name only. They never take any active part in the club affairs and consequently get only minimum benefit from club activities. In talking about an applicant's school activities, therefore, it is important to find out how active a part he took. Was he ever a member of any committees? Did he ever accept responsibility for meetings? Was he ever elected to office?

Active participation in school affairs develops techniques for effective group association and provides one important source of information in any appraisal of sociability.

V Training Items Dealing with Emotional Stability

D Reasons for Leaving School?

A recent exhaustive study* of reasons why boys leave at the end of grammar school or before graduating from high school shows three primary causes:

1. Insufficiently high intelligence to pass academic subjects.
2. Left because their families needed their financial assistance.
3. Left because they wanted to work with their hands and not with abstract academic subjects.

If the interviewer has thoroughly investigated the previously listed topic of subject preferences and grades, evidence to support reasons 1 and 3 above will already be on hand. Rarely will the applicant admit that "he was too dumb to pass." But a low intelligence test score, together with any indications of dislike for academic subjects, are rather sure indications of difficulty. *The value of checking interview data with test scores can not be too strongly stressed.*

Some boys of average and above average intelligence leave school to go to work even though they may have no real difficulty in passing subjects and have families who are well able to support them while they complete school. It has been shown that a good proportion of this group are very practical minded and

*"Why Connecticut CCC Youth Left School," unpublished master's thesis, by Richard A. Fear.

want to work with their hands. Finding little opportunity for expression of this aptitude in the typically weak manual arts department of many schools, these boys decide to go to work. For jobs of a mechanical nature, such boys represent as good or better material than many high school graduates. It is a great mistake to eliminate an applicant because he failed to graduate from high school until the real reason for leaving has been determined.

A rather infrequent but none the less important reason for leaving school is friction with teachers or principal. The normal, stable person looks back on such an experience with complete self-disgust and frequently remarks, "I thought I knew it all then, but I know better now and have regretted it ever since." One who tries to explain by placing all the blame on the teacher is probably still somewhat immature. When friction in school is found in the case of the same individual who has had trouble with his foreman on the job, there is additional reason to believe that he may be a troublemaker.

A discussion of reasons for leaving school sometimes points to the socio-economic condition of the home. When the individual says, "I had to leave school to help my family," a follow-up question such as "*Was your father out of work at the time?*" will frequently bring out a frank discussion of the home conditions. This is of considerable importance because some companies have found that workers coming from a lower socio-economic level tend to "stick it out" better in certain kinds of monotonous or disagreeable jobs. A further reason for a full discussion of this situation lies in the fact that some try to cover up the real cause of leaving school by saying they had to help support the family. Further investigation may show that a boy giving the reason, "the family needed help," frequently held the job only a month, or perhaps failed to secure employment for a full year after leaving school. Pressing family financial problems were probably not the main reason for leaving school in this case.

The main point to be observed, however, in any given reasons for leaving school is reaction to failure. Sometimes it is well to ask the individual point blank if he ever flunked a course. Note whether he is frank in talking about failure, takes it in his stride and has adjusted his thinking accordingly. Or does he offer alibis and plainly show that the subject is a sore spot with him? The latter case presents evidence which, when supported by other findings of this nature, must be carefully considered in any rating of emotional stability.

It is well to remember that a large proportion of people have at one time or another failed one or more courses. If the failure is in a type of course closely related to the job under consideration, it may cast doubt upon

the acceptability of the applicant. If the failure is in a school subject totally unrelated to the requirements of the job, the major value will result from investigation of the applicant's reaction to it.

VII *Training Items Dealing with Leadership*

A Any Leadership Experience in School?

Much the same as leadership on the job, the election to class office, to captain of an athletic team or to officer of a club provides experience in the art of leading others. This is again an indication that associates have confidence in the individual's ability to accept the responsibility that goes hand in hand with leadership. It is recognized, of course, that good looks or personal popularity may sometimes be the basis for election rather than any proven ability to lead. Nevertheless, leadership in school provides opportunity for development of leadership techniques at a formative age and should be carefully considered in appraising leadership capacity.

Personal History

Personal history factors are considered solely as a means of fortifying impressions of personality gained during discussions of work experience and education. For all practical purposes, appraisal of personality traits may be made on the basis of one or both of two fundamental techniques:

1. Observation
2. Inference

One may *observe* evidence of an aggressive personality, for example, by noting forcefulness of speech, manner of response to questions, and general attitude during the interview. But to reach a decision on a trait like emotional stability it is necessary to *infer* as to whether the individual is a stable person from an accumulation of such evidence as reaction to failure, job stability, relations with supervisors and normal adjustment of personal life. An inference needs the support of findings from a number of sources showing the same trend. It is the indirect approach. Observation, on the other hand, often results in an impression that registers after talking with a person only a few minutes. It is impossible, however, to appraise the more subtle personality traits in this manner.

Factors listed below under *Manner and Appearance* can be determined, for the most part, entirely by observation.

III *Personal History Items Dealing with Manner and Appearance*

A Favorable, Unfavorable Mannerisms?

Many companies have found that it is wise to exclude people with certain mannerisms from some types of jobs. An obviously effeminate individual, for

instance, would have difficulty getting along with a rugged group of automobile body-welders but might be accepted for certain clerical assignments. Other mannerisms, such as nailbiting, affected speech or twitching of face muscles, would be particularly unfortunate in a salesman who would have to represent the company in a contact capacity. On the other hand, effective use of the hands or facial expressions in emphasizing a point can add much to the technique of the salesman.

III B General Appearance Satisfactory?

Consider facial characteristics, poise, body proportion, dress and personal cleanliness in accordance with the requirements of the job. Dirt under the finger nails can be taken for granted in the case of the machinist but cannot be excused in the junior executive. In consideration of this whole question, it should be emphasized, however, that there is little truth in the oft repeated adage that neatness of dress indicates careful job performance. Studies have shown that the carelessly dressed die maker may very well be a meticulous workman. The most fastidiously dressed stenographer may prove to be slovenly in her work. But where appearance is important to job success, this factor must be studied closely. The plant coordinating engineer whose dress is so sloppy or in such poor taste as to detract from his prestige, may have difficulty in obtaining the acceptance of his ideas.

III C Evidences of Cultural Background?

For certain positions it is important to consider the influence of the home background from the standpoint of early advantages or disadvantages that may have accrued to the individual. A check on the occupation and interests of parents gives a clue to the general standard of living and personality development during early formative years. Poise, good taste in dress, courtesy and a wide range of interests are but a few of the good qualities that can often be traced to a favorable home environment. This is not to say that these characteristics are never acquired during early adult life, for college experience, in particular, often does much to provide these advantages. The home influence is nevertheless a powerful one and should be carefully considered where these factors are a requisite to job success.

Where a girl is being hired for work in a department staffed by women of considerable refinement, it would naturally be a mistake to select someone whose appearance and manner were marred by such things as excessive or careless make-up, poor taste in clothes and jewelry, frequent slang and grammatical errors in speech, and restricted range of interests. Her chances of winning acceptance by the group would indeed be small.

III D Voice and Speech Acceptable?

The voice is a more potent personality factor than most people realize. A rich, resonant and well-modulated voice can do much to compensate for unattractive physical features. A flat or irritating quality, moreover, can detract immeasurably from an otherwise attractive appearance and personality. The applicant who mumbles his words, talks so low it is difficult to hear him, or has a pronounced accent is totally unsuited for many types of jobs.

Wherever the job specification indicates considerable direct or telephone contact with the public, voice and speech must be especially considered. An order clerk who frequently uses the telephone to check specifications with contractors is a good example of a type of work where good quality of voice and speech is essential. An even better example is the private secretary who makes appointments for the busy executive. Many people must be put off or turned away, and voice quality can do much to minimize irritation.

III E Physical Qualifications Adequate?

Note height, weight and recent medical history in accordance with the physical requirements of the job. Look for indications of stamina, either in build of the body or in previous work experience necessitating hard, sustained physical effort and long hours. Sometimes a check of medical history will show that a husky appearing individual has the least stamina and resistance to disease. Stamina seems to be a combination of physical endurance and mental drive. People with an excessive amount of this quality are usually identified by their ability to perform long or irregular hours of work and, in addition, to carry on extensive social life or programs of self-improvement.

The factor of physical qualifications is of even greater importance in hiring women. Time and motion studies have shown that, as a rule, women cannot successfully be used when the weight of the work to be lifted by hand exceeds thirty pounds. The time required for handling the work then becomes greater than the machining time. Then, too, most machines have been designed for use by men and consequently operating levers are out of convenient reach of the girl of average height. Where women have failed on men's jobs, the cause can frequently be traced to an inadequate consideration of the individual's physical qualifications.

III F Any Physical Disabilities?

Despite the comprehensive physical examination given in most plants today, it is still necessary to consider this question at the time of the placement interview. An applicant with a pronounced physical disability who knows that this

will be revealed in the medical examination readily discusses the situation with the interviewer.

When the disabilities represent a condition obviously below the medical standards of the company, the applicant can be eliminated without the expense of a physical examination. Many people with considerable physical handicaps, however, can be of value to an organization in some capacity. When this information is brought to the attention of the interviewer, job assignments can be made with these handicaps in mind. Thus, the man with a rupture can be assigned to a desk job or bench work; girls with weak eyes can be put to work wrapping packages; deaf men can be assigned to jobs such as sand blasting where excessive noise is a factor; one-armed people can be hired to operate elevators.

The question of possible limitation as to type of job assignment is only one of the factors to be considered in connection with physical disabilities. The personality effects of such handicaps are of equal importance. For example, it is not unusual for a crippled individual to become over-sensitive about his bodily impairment. He believes that others are constantly staring at him, pitying him or being critical of him. He worries about this situation until, in his own mind, his difficulty is greatly magnified. It is very hard for over-sensitive people to adapt themselves to a highly coordinated industrial situation. Fortunately, it is relatively easy to determine over-sensitivity by noting the frankness and poise with which the person can discuss his disability.

On the other side of the ledger, time and again strong personality traits develop as a result of winning the fight over some physical handicap. Cheerfulness, perseverance and a very well-adjusted personality are but a few of the many splendid traits which crown this type of personal achievement.

III G Appear Nervous, High-strung?

Occasionally, emotional disturbances are so pronounced that they are readily observed during the interview. In this case, it is important to decide whether such behavior is but an evidence of temporary tension brought on by the interview, or a more permanent characteristic of the individual's personality.

Rapid speech, inability to sit still, and impatience are a few of the more common evidences of nervousness. This condition may not necessarily mean that the individual is poorly adjusted. It does mean, however, that such a person should not be assigned to a job requiring slow, deliberate and painstaking performance, or patience and tact in dealing with people.

III H Appear Aggressive, Self-confident?

Aggressiveness is most easily observed through: (1) forcefulness of speech,

(2) positive manner of response to questions and (3) initiative in carrying on the interview conversation. The aggressive person is not afraid to ask about conditions of the job and opportunities for promotion. In turn, he usually supplies the interviewer with essential information without much prompting. Most jobs on the supervisory level require a reasonable degree of aggressiveness. On the other hand, it is generally unwise to place aggressive people on low-level jobs where there is little opportunity for advancement.

Self-confidence is reflected in: (1) poise (2) willingness to state competence in acquired skills and abilities and (3) objectivity in attitude toward failure. True self-confidence must be distinguished from over-confidence. The latter is an attempt to cover up incompetence by over-statement and bluffing.

IV Personal History Items Dealing with Sociability

C Take Part in Community Affairs?

Most applicants can be encouraged to talk about leisure time activities by some such casual remark as, "*What are some of the things you like to do outside of working hours?*" The response may well provide answers to a number of questions listed on the guide, but sometimes specific inquiries, such as, "*Ever take part in community affairs?*" may have to be injected.

Despite the decreased opportunity for community participation caused by longer hours of work, a surprising number of people find time for city protection service, such as air raid warden, aircraft spotter and classes in first aid. All these necessitate cooperative group activity which provides practice in getting along with others. Since people attracted to these groups tend to represent those who enjoy working together for a common purpose this, then, can be regarded as tangible evidence of sociability. Furthermore, persons who give their time and energy to any phase of community service are almost invariably socially minded.

IV D Engage in Any Group Recreation?

Again, men and women who can find time for bowling, dancing, occasional theater and card parties are more likely to have developed skill in getting along with others than those who prefer to do things alone or with one or two friends. It should be pointed out, however, that some people are so socially dominant that they become frequent troublemakers in the industrial situation. They are inflexible to the extent that they "want to run the whole show" and probably represent a greater source of difficulty than the diffident, non-social individual.

IV E Interests Reflect Liking for People?

The applicant's interests should be regarded from the standpoint of whether they reflect an enjoyment of people or of things. It is possible, of course, to enjoy both people and things, but some prefer activity dealing with things almost exclusively. The photographer who spends most of his spare time alone in the darkroom is an example of the latter.

On the other hand, many people have predominant interests that include others in their scope. They like "to go hunting with the boys," enjoy singing in a glee club and choir, or, in the case of women, like to entertain at bridge or tea. The highly sociable person is inclined to be less satisfied with work which does not permit occasional conversation with fellow workers. It goes without saying that those who are to deal with others in a supervisory capacity should have a genuine interest in people. Supervisors who do not have this interest find little satisfaction in their work and are rarely able to fulfill all the functions of their job.

IV F Appear Friendly, the Kind of Person Who Can Get Along with Others?

Some people are unmistakably friendly by nature. There is that in their facial expressions, voice, and manner which almost immediately stamps them as the "kind of person who can get along with anybody." A bubbling, contagious sense of humor is frequently among the personality assets of such a person. While it is naturally dangerous to jump to hasty conclusions, this kind of observational evidence may often provide strong support for an appraisal of sociability.

V Personal History Items Dealing with Emotional Stability *E Difficult Adolescent Period?*

The investigation and interpretation of childhood and adolescent experiences obviously require professional psychological training. This area provides such a fruitful source for evaluation of personality characteristics, however, that the interviewer should be encouraged to explore this field both through reading and extension courses.

When complete rapport has been established, a properly qualified interviewer can start the flow of conversation by such a question as, "*Was there anything about your early home life that made it particularly difficult for you?*" A typical response may be, "Well, my father died when I was twelve and I had to work after school and Saturdays to help my mother. I didn't get much

time for play like the other kids." This information may provide the clue to the reason why the individual appears somewhat socially maladjusted today. He never had a chance to learn how to play. This may, furthermore, be the reason why he has been unable to establish normal social adjustment with the opposite sex.

Again, a broken family (divorced), an overly critical and dominant parent, or an extended illness during childhood are often the main cause of feelings of inferiority, lack of self-confidence and resourcefulness. While it is indeed dangerous to draw quick generalizations from childhood experiences, the interviewer should make it his business to learn to evaluate the more common causes of behavior difficulties.

V F Lonely, Poorly Balanced Life Now?

A discussion of interests and activities "outside of working hours" occasionally reveals a lack of social contact with the opposite sex, insufficient recreation, or too much time spent alone or with one or two friends. A poorly balanced life is a usually reliable indication of some personality maladjustment. This is not to say that the individual is abnormal; he merely cannot be expected to react to some situations as well as persons with a normal, well-balanced existence. Such a condition may not be in the least important for many jobs in a plant, but for critical jobs of supervision it is all-important. Certainly, a poorly adjusted supervisor cannot expect to be successful in his handling of the personality problems of those under his direction. This also holds true for people acting as instructors and executives.

VI Personal History Items Dealing with Maturity

A Work After School or Summers?

Early work experience more often than not contributes significantly to the development of mature thinking. The individual not only learns to appreciate the value of money, but also gets a glimpse of the adult world through daily association with grown-ups in an everyday work capacity.

When a boy goes to work to help support himself or his family, the experience takes on added meaning. For, in adding his bit to the family income, he assumes a responsibility toward himself or those near him. The realization of a sense of responsibility represents a first big step toward maturity.

This is not to say, of course, that everyone who starts work early in life automatically reaches maturity quickly. It is merely claimed that this is one of the factors which contribute to such development.

VI B Decisions Dominated by Family?

There is an unfortunate tendency among some parents to unwittingly dominate their children even after they reach late adolescence or early manhood. Instead of encouraging the boy or girl to make his own decisions, develop initiative and resourcefulness, they seek to restrict his thinking to their own views, limit his activities to what "they know is best for him." This attitude is only natural in the case of children, but when it persists throughout adolescence, serious personality difficulties may develop. The youth tends to lean too heavily on his family for support. He consequently fails to develop self-confidence and self-sufficiency.

Tragically enough, this situation often develops in the "best" families where the mother and father zealously guard their offspring against life's difficulties. Children of well-to-do families sometimes suffer from too much assistance in the form of governesses and tutors who solve all their problems and leave little or nothing for them to work out "on their own." When the youth is an "only child" he is somewhat more likely to have trouble. His mother "can't bear to see her baby grow up" and postpones "cutting him loose from her apron strings."

Family domination is readily noted by the trained observer. The individual who too frequently quotes his parents, "My mother thinks I should do this," or "My father insists that I do it this way" is probably leaning too strongly on parental guidance. Some people in their late twenties or early thirties openly reveal their lack of maturity by responding to relatively minor problems in such a manner as "I want to talk this over with my mother."

VI C Ever Lived Away from Home?

The youth who, at some time or other, has lived away from home is likely to mature more quickly than one living close to home environment. Suddenly separated from his parents, he has to learn to "order his own life." Though his decisions may not always be the wisest, he has had the important experience of making them himself. He ordinarily develops resourcefulness and self-sufficiency more quickly than those who remain at home. The possession of these qualities is a vital asset in any consideration of leadership potentialities. Even minor supervisors must be capable of independent judgment. The leadman who has to take all his problems to the foreman is not yet ready for supervisory responsibility; he is a leader in name only.

In many cases, the person who has never lived away from home has experienced a partially protected and sheltered existence and frequently suffers

from lack of opportunity to fully "try his own wings." Single men and women in their late twenties still living at home have a particular tendency to fall within this pattern.

VI D Ever Handle more than One Job at a Time?

The man who is willing to work nights and Saturdays, in addition to a full daytime job, usually does so with a purpose. This purpose may be to provide better for his family, to earn additional money for contemplated future training, or to more quickly advance himself toward his occupational goal. In any case, it usually reflects ambition and personal planning and should, therefore, merit careful consideration in any appraisal of maturity. This factor is very important in considering applicants for some types of selling. Life insurance agents, in particular, work long hours, the most productive of which are often in the evening. Where the man being considered for such work has already demonstrated his willingness to spend a major portion of his day on the job, he would be almost certain to adapt himself to life insurance more easily than the man who has never worked long and irregular hours.

As previously indicated, the ability to handle more than one job at a time is also a measure of work capacity and physical stamina.

VI E Good Sense of Responsibility?

The individual's sense of responsibility is reflected in the evidence of careful thought he has given to adjustments involved in seeking a new position. Has he taken the trouble to find out how much it will cost him to commute back and forth from home to new job location? Has he considered the possibility of working overtime and on the night shift? Does he seem to be at all concerned about adjustments his wife and children will have to make if his employment means moving his home nearer to the job? Failure to have considered these things means that he either has a poor sense of responsibility or is only mildly interested in the possibility of a job with the company.

Another evidence of responsibility is amount of life insurance. While small policies cannot necessarily be interpreted as showing lack of responsibility, sizable policies are usually a reliable index of thoughtful provision for family needs in case of emergency. Insurance policies designed to take care of children's college education is a generally accepted indication of mature planning.

VI F Why Did He Apply for Work Here?

A casual question such as, "What appeals to you particularly about the possibility of working with this company?" may produce some very significant

information. It may develop that the applicant has friends in the company who have told him enough about the organization so that he believes it is just the place where he wants to work. It may be that his main reason lies merely in the fact that his home is within easy commuting distance of the plant. But whether he is motivated by the desire to make more money, to obtain security, to seek opportunity for advancement, or simply to work in pleasant surroundings, this information should be carefully considered in both selection and assignment to a job. *The individual who has a genuine reason for seeking employment with the company is probably more likely to become a productive, satisfied employee.*

This factor, moreover, has its personality implications. The person who is most interested in security and a moderate wage is seldom the one who is willing to assume the responsibility for leadership. He frequently lacks the proper aggressiveness and boldness which are so much a part of the qualifications of the supervisor on the job.

In connection with reasons for seeking employment, a discussion of the applicant's occupational goal logically follows. This should be considered from the standpoint of whether the goal is little more than an idle dream or actually represents careful self-analysis and intelligent planning. Unless the person has done some "spade work" toward this objective in the form of training, job experience, or systematic home study, a goal in itself is of little significance. But when the individual has a logical occupational plan, has done some "spade work" toward that plan, and is seeking the present connection in accordance with the development of the plan, this may be regarded as concrete evidence of mature thinking.

In passing, it may be noted that a careful evaluation of motivation for employment and occupational goal is the best means of spotting the person who seeks employment as a "stop gap." College students, in applying for work during the summer vacation, sometimes try to convince the interviewer that they have given up the idea of going back to school in the fall when actually their real intention is merely to work for a few months to earn part of the next year's expenses.

VII Personal History Items Dealing with Leadership Capacity

A Ever Had Leadership Experience in the Community?

Leadership in the home community merits attention because it provides practice in securing the cooperation of others. Some community responsibilities stem directly from the fact that one's neighbors have confidence in his ability

to represent them in civic affairs. This is recognition of leadership in its truest sense.

Here again, however, the opportunity for service sometimes attracts the over-dominant person who uses every means to get himself appointed to office. He is the type of person who always has a hand in everything and tries to dictate every pattern of action. Such people obviously have no place in a modern industrial plant, where complete cooperation of all is so essential to harmonious and progressive growth.

VII B Does He Want to be a Leader?

Surprising though it may be, there is a substantial percentage of the industrial population that has little or no desire for leadership. These men prefer to do their own little job from day to day rather than assume responsibility for the work of others. Particularly do they shrink from the thought of having to discipline fellow workers and the loss of personal popularity that might result. Too often, workers are actually forced into minor supervisory positions because of acquired skills when they would be far happier on their old jobs.

One of the first considerations in investigating possibilities of leadership potentialities, then, is to determine whether the person wants to be a leader and, if so, why. True, some potential leaders may not be able to state, on the spur of the moment, just why they want to take over the direction of others. Subsequent questioning, however, frequently reveals one or several fundamental drives. They have already had some leadership experience and enjoy the sense of power and prestige that comes from directing the work of others; they are interested in people and "get a kick out of showing others how to do their job better"; they get a satisfying sense of accomplishment from the amount of work that can be done by a group of men under their direction; they view supervision as a necessary means of getting ahead and are willing to accept the responsibilities involved. All these are normal human drives which are basic qualifications for leadership.

As indicated in other parts of this manual, motivation is a powerful factor in job accomplishment. The will to do, or the "desire to become," as Emerson puts it, is sometimes so strong that the individual triumphs in spite of no more than average abilities. This will is not something that springs up over night, however, and where it exists to any appreciable degree, evidences of it can usually be observed in some phase of the person's background.

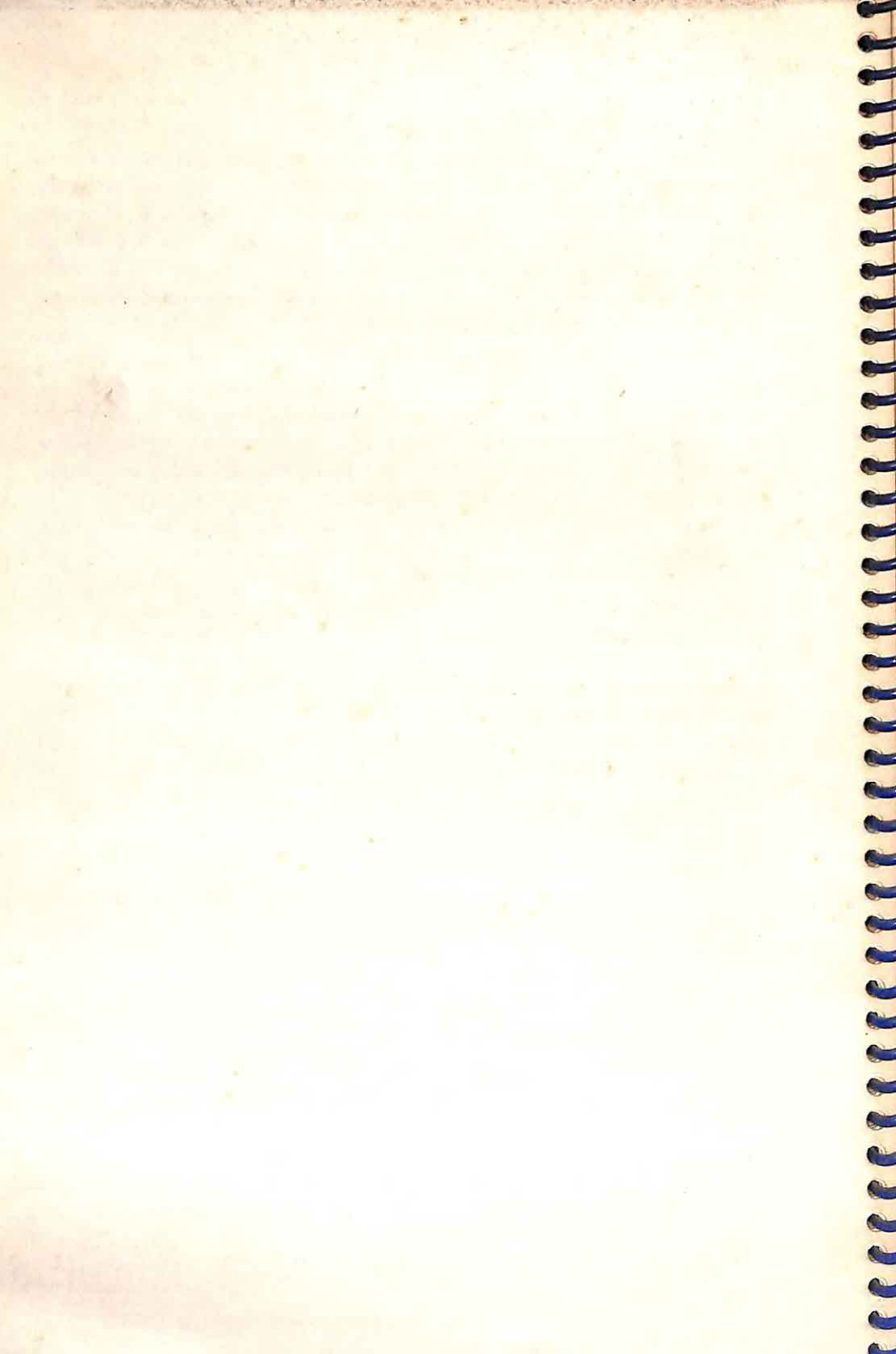
VII C Seem Like Natural Leader Type?

There are at least two kinds of leaders, (1) the one who leads by dominating his subordinates and (2) the one who leads by inspiring confidence and respect. The former is rather easily identified by the positive, aggressive behavior already discussed at some length in this manual. His is a style of direction far more common to the plant of yesterday than the one of today. The modern emphasis on employer-employee relations represents a set-up into which such a person does not advantageously fit.

What then are the marks of the man who leads by inspiring confidence and respect? The more obvious of these, such as reasonable aggressiveness, self-confidence and self-sufficiency can be *observed* during the course of the interview, as previously indicated. But the subtler qualifications must be *inferred* from the manner in which he reveals: (1) an interest and liking for people, (2) a concern for fair play, (3) the possibility that he may at times be at fault, (4) willingness to share with others the credit for a job well done, (5) an intelligent understanding of the problems of human relations, and (6) the ability to interpret the demands of the situation and gain the willing cooperation of subordinates in meeting them. While it must be admitted that there are people who recognize these qualifications without possessing them, a question such as, "*What do you think it takes to be a supervisor?*" can be used to advantage in probing the individual's understanding of the leader's responsibilities.

Summary and Conclusion

The material herein presented represents both a philosophy and a technique. The philosophy points to the recognition of each applicant as a unique individual and the evaluation of the person as a whole in connection with his suitability for the job. The technique provides a means of accomplishing these objectives. While the manual contains many suggestions for obtaining significant information relative to the various areas of the individual's background, the interpretation of responses has only been outlined. Responsibility for successful application of these methods rests upon the training, experience and skill of the interviewer.



VI MATURITY

- A ☒ Work after school or summers?
(earliest contribution to family income)
B ☒ Decisions dominated by family?
(lean on family for moral support)
C ☒ Ever lived away from home?
(had to make own way)
D ☐ Ever handle more than one job at a time?
(economic drive)
E ☒ Good sense of responsibility?
(considered transportation, wages, hours,
family in making change of jobs; how
much life insurance)
F ☒ Why did he apply for work here?
(any logical occupational goal)

Below Average

Average

Above Average

✓
Boy friend is in the Army and she feels that she wants to do something more suited to the war effort. Moreover, she believes that sale of furs will tend to steadily decrease.

VII LEADERSHIP CAPACITY

- A ☒ Ever had leadership experience?
(in school, former job, community)
B ☒ Does he want to be a leader?
(why)
C ☒ Seem like natural leader type?
(dominate or inspire confidence, respect)
D ☒ Reasonably aggressive, self-confident and self-sufficient?

Below Average

Average

Above Average

✓
Appears to have excellent potentialities for leadership. Has been performing some leadership functions on present job and enjoys supervising the work of others.

INTERVIEW SUMMARY

Excellent type girl but would find work on a drill press too monotonous. Has been used to interesting job assignment involving pleasant personal relationships.

pay, new supervision, interest, standard of living, and culture very different from that of most girls in the plant. In spite of her admirable desire to be of greater service to the war effort, she would probably be completely unhappy on a dull press assignment. This job would not be sufficiently challenging for one of her high intelligence and extensive background.

Good candidate for more complicated assignment but since we are not yet using women on anything but rather simple, low level jobs, it does not seem feasible to hire her.

OVER-ALL RATING FOR SPECIFIC JOB

Considering all the facts you have learned about the applicant, how well is he fitted for this job in comparison with other men already doing this work in the plant?

___ Above Average
___ Average
☒ Below Average

TEST RESULTS

Test	Score	Percentile
<u>Intelligence</u>	<u>138</u>	<u>95</u>
<u>Finger Manipulation</u>	<u>84</u>	<u>78</u>
<u>Hand-Eye Coordination</u>	<u>3'11"</u>	<u>80</u>

EMPLOYEE EVALUATION FORM FOR INTERVIEWERS

VI MATURITY

- A ☒ Work after school or summers?
(earliest contribution to family income)
- B ☒ Decisions dominated by family?
(lean on family for moral support)
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(had to make own way)
- D ☐ Ever handle more than one job at a time?
(economic drive)
- E ☒ Good sense of responsibility?
(considered transportation, wages, hours,
family in making change of jobs; how
much life insurance)
- F ☒ Why did he apply for work here?
(any logical occupational goal)

Below Average	Average	Above Average
		✓
		Worked in garage after school - vacation
		Now working 60 miles from home - commuting
		sweet-ends. Can't move family as wife has
		to be near invalid mother.
		Wants to work here because he is paying
		on a home near our plant.
		Appears like good solid citizen

VII LEADERSHIP CAPACITY

- A ☒ Ever had leadership experience?
(in school, former job, community)
- B ☒ Does he want to be a leader?
(why)
- C ☒ Seem like natural leader type?
(dominate or inspire confidence, respect)
- D ☒ Reasonably aggressive, self-confident and self-sufficient?

Below Average	Average	Above Average
✓		
Has no desire to assume responsibility		
for the work of others.		

INTERVIEW SUMMARY

Well qualified by previous experience and training
for engine lathe job. Should be able to take over

reach normal job productivity in a few days. Appears to be a good solid citizen with steady living habits. All home and family ties located in this area. Has good motivation for taking work here. This is sufficiently strong to counteract the considerably higher rate he is now receiving in a crowded war production center.

Good candidate but apparently has very little potential for upgrading to supervisory capacity.

OVER-ALL RATING FOR SPECIFIC JOB

Considering all the facts you have learned about the applicant, how well is he fitted for this job in comparison with other men already doing this work in the plant?

☒ Above Average
☐ Average
☐ Below Average

TEST RESULTS

Test	Score	Percentile
Intelligence	68	40
Mechanical Comp.	46	65
Tool Dexterity	6'21"	70

EMPLOYEE EVALUATION FORM FOR INTERVIEWERS

VI MATURITY

- A ☒ Work after school or summers?
(earliest contribution to family income)
- B ☒ Decisions dominated by family?
(lean on family for moral support)
- C ☒ Ever lived away from home?
(had to make own way)
- D ☐ Ever handle more than one job at a time?
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- E ☒ Good sense of responsibility?
(considered transportation, wages, hours, family in making change of jobs; how much life insurance)
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VII LEADERSHIP CAPACITY

- A ☐ Ever had leadership experience?
(in school, former job, community)
- B ☐ Does he want to be a leader?
(why)
- C ☐ Seem like natural leader type?
(dominate or inspire confidence, respect)
- D ☐ Reasonably aggressive, self-confident and self-sufficient?

Below Average	Average	Above Average
✓		
	Has had no opportunity to learn what work is really like.	
	Extremely sheltered life.	
	At father's suggestion, applied for work to contribute to war effort. Eventually hopes to work in father's office.	
	Lives 16 miles from plant - no common carrier.	
	Has not considered how she will get back and forth from work.	
Below Average	Average	Above Average

INTERVIEW SUMMARY

Though perhaps as well prepared as most girls without experience, she is not yet ready to work under pressure in a stenographic position.

ER-ALL RATING FOR SP
Considering all the f
about the applicant,
for this job in compa
already doing this w

The book is to be returned within
the date stamped last.

This image shows a blank sheet of handwriting practice paper. The page is divided into three vertical columns by two solid black lines. Each column contains ten horizontal rows of small black dots, designed to guide letter formation. The paper has a light cream or off-white color with some minor discoloration or foxing visible. There are no markings, text, or illustrations on the page.

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